DOCUMENT RESUME

ED 092 479 95 SP 008 004

TITLE	Learner Accountability: A Classroom Management Concept Related to Effective Teaching. Student Guide. Utah Protocol Materials Project.
INSTITUTION	Utah State Univ., Logan. Utah Protocol Materials Project.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
PUB DATE	Nov 73
NOTE	42p.; For related documents, see SP 007 995-SP 008 003 and SP 008 005-007
AVAILABLE FROM	Protocol Dissemination Coordinator, Division of Educational Resources, University of South Florida, Tampa, Florida 33620
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Class Management; Classroom Techniques; *Performance Based Teacher Education; *Protocol Materials; Student Participation; Student Responsibility; Teacher Education; *Teaching Skills
IDENTIFIERS	*Learning Modules

ABSTRACT

This student guide is part of a protocol learning module designed to teach the concept and utilization of learner accountability in classroom management. The entire module consists of this guide, a protocol film, and testing materials. The student guide contains (a) instruction in the use of protocol modules, (b) a discussion of learner accountability and its use in improving classroom management, (c) lessons for recognition of examples of teacher use of learner accountability, and (d) practice exercises for applying learner accountability in teaching situations. The concept of learner accountability is based on the principle that when the teacher uses specific strategies to hold the student accountable for his work during class, they will increase student work involvement and reduce the frequency of disruptive behavior. Three techniques which will increase classroom management are: (a) goal-directed prompts--the teacher focuses on the student's goals by asking him about his work plans or work progress; (b) work showing--the teacher holds students accoutable for their work by having them show work or demonstrate skills or knowledge; and (c) peer involvement--the teacher involves students in the work of their peers by having them respond to another student's recitation or work activity. (HMD)

ED 092479

L E A R N E R A C C O U N T A B I L I T Y

A Classroom Management Concept Related to Effective Teaching

STUDENT GUIDE

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Logan, Utah

November, 1973

SP008 004

LEARNER ACCOUNTABILITY

Table of Contents

	Page
Learning Sequence	1
Introduction to Protocols	4
Description of the Concept.	10
Recognition Practice Lesson 1	16
Recognition Practice Lesson 2	22
Applying Learner Accountability To Your Teaching.	27

LEARNER ACCOUNTABILITY

Learning Sequence

Instructions:

Welcome to a new type of learning experience. It will be a lot different from those you have encountered in the past. You will work independently outside of class the majority of the time, and your work will emphasize using important educational concepts in classroom situations.

To help direct your learning activities, we have prepared a Learning Sequence. This is essentially a sequential outline of the tasks you will be engaged in. Treat it as a friend, and you will always know what to do next.

Let's look at the first task, labeled STEP 1.

Step	Where *Done	TASK
1	0	Read Introduction to Protocols and complete Self-Evaluation 1. Review Introduction if there are any questions you cannot answer.
Pages 4-9		

Starting at the very left, the first column identifies STEP 1 which deals with materials on pages 4-9. The next column "Where Done," has an asterisk in it, plus an "0". If you check the bottom of the next page, you'll find 0 = out of class and I = in class. As a quick check, scan the rest of the tasks and see which are done in class. (i.e., I). We'll wait ... . Tasks 4 and 5 are done in class. See, you will be working outside the class the majority of the time.

Under "task," you will find out what you are supposed to do. In this case, outside of class you will read Introduction to Protocols and complete Self-Evaluation I. Review Introduction if there are any questions you cannot answer. When you are all done, put a ✓ mark in the Step 1 column:

STEP
✓ 1

Do this each time you finish a Step. This will enable you to tell at a glance where you are in the Learning Sequence.

Before you begin, let's add a final note. Some Steps are included to provide extra practice in case you need it to reach a high level of performance. Be sure to complete these extra Steps if your score is below criterion level since otherwise you will probably fail the test given in class (Step 5) and have to repeat the practice exercises.

Since this module is still being improved, you will occasionally find Suggestion Forms. Include your comments; how often have you wanted to tell the author what you thought was right (or wrong)? Besides, your comments will definitely be helpful . . . this package is not set in concrete.

Okay, let's go!

Step	Where *Done	TASK
1	0	Read Introduction to Protocols and complete Self-Evaluation 1. Review Introduction if there are any questions you cannot answer.
Pages 4-9		
2	0	Study Learner Accountability-Description of the Concept. Complete Self-Evaluation 2 in pencil. Check your answers against the Scoring Key; erase any incorrect or incomplete answers. Review content covering any answers you missed and write correct answers in erased spaces.
Pages 10-15		
3	0	Complete Recognition Practice Lesson 1 using pencil and check your answers against the Scoring Key. If your score reaches criterion level go on to Step 3B, otherwise go to Step 3A.
Pages 16-21		
3A	0	If your score on Recognition Practice Lesson 1 did not reach criterion level, erase incomplete or incorrect answers. Review content covering answers you missed and write correct answers in erased spaces.
Pages 16-21		

		Time Required			TASK
		Start	Finish	Elapsed	
3B	0				In Recognition Practice Lesson 1, you had unlimited time. For Recognition Practice Lesson 2, you are allowed only 6 minutes to complete the lesson. The reason for having a time limit on this lesson is to help you improve your observational skill so you can observe the behaviors in the Protocol Film (Step 4) at the same rate they occur in the classroom. Check your watch and enter start and finish times. Score your Lesson using the key on page 26. If you did not finish within 6 minutes, or if your score was less than 11 correct, erase your answers and repeat Recognition Practice Lesson 2.
Pages 22-26					

* 0 = Out of class, I = In class.

Step	Where Done	TASK
4	I	View Protocol film "Learner Accountability" and complete Protocol Film Observation Form. Score Protocol Film Observation Form. The criterion for passing is 80% (8 or more correct).
5	I	Complete Recognition Test. It will be scored in class after everyone has finished. If you fail to reach criterion level on this test, you should review the two Recognition Practice Lessons. Criterion level for this test is as follows: Section A--3 or more points. Section B--10 or higher within the 7 minute time limit.
6	I	Read Performance Activity pp. 27 & 28. Complete Practice Exercise 1 taking the part of the teacher at least once. Use the Observation Form, p. 29, to critique this activity. Criteria are indicated in the practice exercise directions.

TASK 1

Learner Accountability

Introduction to Protocols

Note: If you have completed Utah Protocol Modules dealing with other concepts, you may skip this introduction and go on to Description of the Concept (Task 2).

Objectives:

After reading this chapter you, the learner, should be able to:

1. State the purpose of the protocol modules in your own words.
2. State three ways in which protocol modules differ from conventional textbooks.
3. Explain why the Utah protocol materials emphasize very simple classroom management skills.
4. State an interest in trying the protocol materials.

The Purpose of Protocols

A protocol module is a self-instructional package of printed and filmed lessons designed to help the prospective teacher understand an important concept relevant to teaching and relate this concept to classroom practice. One definition of "protocol" is an original record of an event of transaction. The protocol modules are developed from records of classroom interaction in the form of written transcripts or films.

How Protocols Differ From Textbooks

The essential characteristic of protocol materials is their relevance to the actual classroom and their capacity to relate important teaching concepts to specific teaching behavior. In this respect, the protocols are fundamentally different from most textbooks used to train teachers. The typical textbook usually presents the important concepts and principles, but rarely gives the learner the kinds of experience he needs to translate these concepts into specific teaching acts that can be applied in the classroom. You will also find protocols different from most textbooks in other important respects:

(1) First, each protocol starts with a set of learner objectives. These objectives will spell out in very specific terms what you will be expected to do after you have completed the module. Many students fail in conventional college courses simply because they cannot figure out what they are expected to learn. You will find the objectives a great help to you in successfully completing the protocol modules.

(2) Second, information about concepts and relevant teaching behavior is backed up with practice exercises which are care-

fully designed to help you achieve the specific learner objectives. Unlike textbook content which is read passively, the learner plays an active role in completing the protocol lessons. Such active participation increases the amount you will learn from the lessons. The lessons are scaled so that each lesson moves you closer to performance that is similiar to your task as a teacher in a regular classroom. In effect, the lessons will provide a carefully constructed map to help you make the difficult transition from theory to practice.

(3) Third, you will find that the instructional materials are much briefer than those found in most textbooks. The textual information has been cut to a minimum, leaving only that which is necessary. This means that although little reading is involved, that which is included is important and must be studied carefully.

(4) Finally, protocols differ from conventional learning materials in that they provide for individual learner differences. In the Utah protocol modules, individual differences are provided for by self-pacing and branching. A self-pacing instructional program is one in which the learner can progress through the learning experience at his own rate. Branching provides the learner with different routes he can follow in reaching the objectives. The protocols employ self-pacing to adjust the learning experience for persons who require more or less practice to reach the objectives. Since self-evaluation measures are also included, the learner has a firm basis for deciding whether or not he needs additional practice.

What You Do in the Protocol Module

What do we mean when we say that a person "understands" a concept? Actually, there are many levels of understanding. One of the lowest levels of understanding requires nothing except that the learner be able to state the concept or remember its label. Much of what students learn in school (at all grade levels) requires understanding at this level. The learner's achievement is usually measured by oral recitation lessons or multiple-choice tests. Such learning may help pass tests but does little to prepare the learner to apply his knowledge. Since teaching is an applied science, the learner profits little from knowledge that he cannot use.

The protocol approach leads to a much better understanding than is called for in conventional college courses. Learning is required at two levels which take the learner from the point where he has an abstract understanding of the concept to the point where he can recognize ways of applying the concept to a teaching simulation.

Knowledge Level

Each protocol module contains the same kinds of materials and the learner follows about the same sequence.

TASK 1

The first phase of your learning experience with each protocol module will be directed toward giving you an initial understanding of the concept and its behavioral indicators. At this level, you will learn the name of each concept and study a list of management skills (behavioral indicators) that a teacher can use to apply the concept to the classroom. This is an important first step but falls short of the level of understanding you need if you are actually going to apply the concept in your teaching. Most education courses and textbooks stop at this level. In fact, many fail to reach even this level and merely tell the learner the concepts or principles and leave it up to him to figure out ways that he can apply them to teaching.

Recognition Level

Seeing examples of teaching can be a great help to the learner in relating an important concept to specific things a teacher can do to apply the concept to the classroom situation. If the learner can recognize examples of teacher behavior that apply to a given concept, he has a much deeper understanding of the concept than he can get from studying the typical textbook. Both written exercises and film are used in each protocol module to help you recognize ways that teacher remarks can apply each concept in the classroom.

These exercises are based on actual classroom situations which have been recorded with regular classroom teachers and students. We have edited the recordings so that we can give you the maximum experience in discriminating behavorial indicators of each concept in the minimum time.

In the written transcripts, teacher remarks are underlined and the learner must study the remark and decide what specific management skill the teacher has used to apply the concept. In the filmed transcripts a number appears on the screen immediately before the teacher makes the keyed remark. Again, the learner must decide what specific management skill the teacher has used. In some cases, examples are given of both the correct and incorrect teacher remarks so that the student can compare them.

With the written transcripts, the learner starts by completing Lesson 1 at his own rate. The following lesson or lessons and the Recognition Test have a time limit which the student must meet prior to viewing the film. With the film, he must respond at the same rate that the teacher remarks occur in the class discussion. This is a more difficult task but is a valuable experience since it prepares the learner to identify key management skills when observing in a regular classroom or in evaluating his own performance by replaying a videotape or audio tape recording.

Why the USU Protocols Deal With Simple Teaching Skills and Behavior

In looking over the USU Protocol Modules, you will notice that most of the teaching behaviors that are covered in these modules are very simple techniques that can be defined clearly and which teachers can learn to use without much difficulty. However, do not be mislead into concluding that these behaviors are unimportant simply because they are not complex. Although teaching itself is highly complex, like

many complex behaviors, it is made up by combining a great many simpler behaviors. The excellent teacher is often one who has mastered a great many simple skills and puts these skills together in an effective and creative manner. In contrast, the poor teacher not only lacks the simple skills, but often uses behaviors in their place which actually detract from the teaching situation. For example, the most effective way to ask a question during a recitation or discussion lesson is to first ask the question, then pause and then call on the child who is to give an answer. This questioning sequence (which is covered in the USU Group Alerting Module) is effective for several reasons. First, since the teacher frames the question before calling on a student, each student must listen and vicariously prepare an answer in case the teacher calls on him. Secondly, the teacher's pause gives children time to think of a good answer. The quality of responses in a recitation lesson will go up considerably if the teacher pauses and if children are told that the reason for the pause is to give them time to think of a better answer. In contrast, the ineffective teacher first calls the child's name, then asks the question and expects an immediate answer. By calling the child's name before asking the question, the teacher has alerted all other children in the group that they will not be called on and, therefore, need not pay attention. By expecting immediate answers, the teacher tends to obtain memorized answers to which the child has given very little thought. Therefore, you can see that even though using the correct questioning sequence is a simple behavior, it can make an important difference to the attention level of children during a discussion and the quality of their answers.

Since the USU Protocol Modules are designed primarily for students in teacher training and for teachers with limited experience, we feel that helping you learn the fundamentals of teaching, most of which involve relatively simple skills and behaviors is more important than attempting to teach you some of the highly complex and sophisticated strategies that you may wish to learn after you have mastered the basic tools of your profession.

Finally, since many pre-service teacher training students do not have access to regular classrooms, the USU Protocol Modules have been focused on skills and behaviors that the learner can master without extensive classroom practice. Classroom practice, of course, even for the most simple teaching skills is important and desirable. However, in the case of very simple skills and behaviors such as those covered in the USU Modules, we have found from our past research that the teacher trainee can develop an understanding of these skills and learn how they can be applied in the classroom without any actual classroom practice.

In summary, the USU Protocol Modules focus on simple teaching skills and behaviors for three reasons. These are: (1) using such skills often brings about marked improvement in the performance of the teacher and the atmosphere of the classroom. (2) These simple skills are among the most basic to effective teaching and should be learned before trying to move on to more complex teaching strategies. (3) The simple skills and behaviors covered in the USU Modules can be learned by students who do not have access to regular classrooms for practice.

TASK 1

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Self Evaluation 1

1. State the purpose of the protocol modules in your own words.

_____

_____

_____

_____

_____

2. In what ways do protocol modules differ from conventional textbooks? (list three)

a)_____

_____

b)_____

_____

c)_____

_____

3. Why do the Utah protocol modules deal with simple teaching skills and behavior?

_____

_____

_____

4. In the film and practice lessons you will be asked to recognize:

a. Teacher remarks

b. Student remarks

c. Both teacher and student remarks

5. Having read the Introduction to Protocols, indicate whether you agree or disagree with each of the following statements:

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TASK 1

a) The protocol modules sound like they are a practical way to learn to apply some concepts. (circle one)
agree strongly agree disagree disagree strongly

b) I am interested in trying a protocol module to see what it is really like. (circle one)
agree strongly agree disagree disagree strongly

c) I would like to learn more about how protocol modules can help me in teaching. (circle one)
agree strongly agree disagree disagree strongly

6. What changes can you suggest that would have made the Introduction to Protocols more informative or more interesting?

Instructions:

CHECK YOUR FIRST THREE ANSWERS AGAINST UNDERLINED INFORMATION GIVEN IN THE INTRODUCTION.

TASK 2

LEARNER ACCOUNTABILITY

Description of the Concept

Introduction:

The concept of LEARNER ACCOUNTABILITY is based on the following principle: WHEN THE TEACHER USES SPECIFIC STRATEGIES TO HOLD THE STUDENT ACCOUNTABLE FOR HIS WORK DURING THE CLASS, THESE MANAGEMENT STRATEGIES WILL INCREASE THE STUDENTS' WORK INVOLVEMENT AND REDUCE THE FREQUENCY OF DISRUPTIVE BEHAVIOR. Kounin* found significant relationships between the teacher's use of accountability strategies and amount of work involvement shown by students. He also found a significant relationship between teacher use of accountability and freedom from deviant student behavior in the classroom. Therefore, the teacher who uses accountability strategies is likely to have a higher degree of student work involvement and to have fewer class disruptions and discipline problems. Accountability strategies consist of a variety of techniques the teacher can use to keep informed about student progress. An essential element in all of the accountability strategies is that the teacher must show clear and unmistakable signs of listening and checking. Going through the motions of the accountability techniques is not enough, unless the teacher clearly attends to the resultant pupil remarks or behaviors. For example, if the teacher asks children to hold up their work so that she may check it, she should obviously look at the work being held up, praise work that is particularly good, and ask questions if the pupil has the wrong answer or has failed to follow instructions on the work he is showing.

At the present time, the concept LEARNER ACCOUNTABILITY has little meaning for you. Consequently, you have no way of utilizing this in your teaching behavior. Therefore, it will be necessary to translate this abstract concept into meaningful specific behaviors. In short, you must learn specific techniques in order to apply LEARNER ACCOUNTABILITY in your teaching. In this module, you will be introduced to three behavioral indicators of LEARNER ACCOUNTABILITY. A behavioral indicator is a specific behavior that you can apply in the classroom. There are other behaviors that a teacher can use to apply LEARNER ACCOUNTABILITY to teaching. These three have been chosen for emphasis because (1) they can be used in a wide range of teaching situations, (2) they bring about substantial improvement in student work involvement and behavior, and (3) they are simple enough for you to master without practice in a regular classroom.

Learner Objectives

At the completion of this module, you will be tested to determine if you have achieved criterion level in your understanding and application of the concept LEARNER ACCOUNTABILITY. In the tests, you will be required to identify and utilize the concept and its behavioral indicators at two levels. The criterion level you will achieve in the Recognition Test is as follows:

* Kounin, J.S. Discipline and Group Management in Classrooms, New York: Holt, Rinehart and Winston, 1970.

1. Given the concept Learner Accountability, the learner will be able to state the principle underlying this concept and list and briefly define three specific behavioral indicators that a teacher can use to apply this concept to the classroom situation. (The learner must achieve 80% of this level.)

2. Given a written transcript or shown a motion picture of a classroom discussion, the learner will be able to identify examples of the three behavioral indicators of the concept Learner Accountability. (The learner must achieve 80% of this level.)

Behavioral Indicators:

To achieve the first criterion level, you must learn the principle underlying Learner Accountability and the following three definitions:

1. Goal Directed Prompts -- Teacher asks questions which focus on the student's goal by asking him about his work plans or work progress.

2. Work Showing -- Teacher holds students accountable for their work by having them show work or demonstrate skills or knowledge.

3. Peer Involvement -- Teacher involves students in the work of their peers by having them respond to another student's recitation or work activity.

Goal Directed Prompts

Goal directed prompts are teacher questions or statements aimed at focusing the pupil on the steps involved in reaching his goal. Such questions usually deal with either work plans or work progress. Work plans prompts are aimed at getting the student to think through parts of the work process or work strategy he will follow, and include teacher questions, such as: "What is the first thing you should do on your project book?" or "What should you do next on this assignment?" or "How would you start on this new activity?" Other goal directed prompts are aimed at learning the students' progress on a work activity. Examples of work progress prompts are: "John, how far have you gotten on your notebook?" or "How did you get along yesterday in your library search?" or "How are you progressing on your science report?" or "What is the first thing you should do after I hand back the test papers?" or "Are you going to be able to finish in time for your report next week?"

You should employ Goal Directed Prompts to convey ideas such as the following to your students:

1. You, as the teacher, are interested in the student's work and want to keep informed about his progress.

2. He should plan his work so that each step will be clear as he progresses.

3. Since you, the teacher, frequently ask about his progress on his work, it must be important. If he is to have any progress to report, he must keep working towards his goal.

4. You, the teacher, want the student to do well. When he encounters problems, you are ready to help him.

In summary, you are interested in his progress, want him to do well and are ready to help if he in turn will do as well as he can.

In some cases, it is difficult to differentiate between Work Showing and Goal Directed Prompts since both may occur in the same teacher action. In completing your Recognition Practice Lesson, label as "work showing" any teacher action in which the learner actually displays his work, demonstrates a skill, or gives answers (such as choral response) in which he demonstrates his knowledge or understanding of the material he is studying.

In contrast, Goal Directed Prompts require the student to tell about his work rather than show his work or demonstrate what he has learned. Work showing deals with curriculum content while Goal Directed Prompts are concerned with the work or learning process.

Work Showing

This includes a number of strategies that the teacher can use with both groups and individuals to learn how well students are progressing in their work activity. These include:

1. Students holding up their work for the teacher to check.

2. Students reciting in unison to teacher question.

3. Visual checking -- The teacher circulates and checks the work of nonreciters while a given child is reciting.

4. The teacher requires a child to demonstrate and checks his performance.

5. Using check points -- The teacher sets up certain check points in order to systematically check the progress of the class. For example, the teacher might say, "When you've finished step one, bring it up to me and I will make sure it is correct before you go on."

Peer Involvement Strategies

1. Individual -- The teacher brings other pupils into a recitation with cues such as, "Bill, you and Jim work the problem together and be ready to help each other out," or "Mary, listen to John's answer and be ready to add to what he says."

2. Group -- These are strategies which require the group to become involved in the performance of an individual child. For example, after an individual response, the teacher can say, "How many of you agree with John's answer?" or "I see some of you agree and some of you don't agree with what Mary says. What do you think of Mary's answer, Jim?" A game can also be used to obtain group peer involvement. For example, the teacher can set up two teams. The teacher asks a question to a member of Team 1 and then calls on three members of Team 2 at random to see if each can add something to the Team 1 answer. Then, the teacher asks a new question of Team 2 and calls on three members of Team 1 to see if they can add to the Team 2 answer and so on. Points could be given for the initial answer as well as the additions made to the answer by the other team.

"I don't agree with your answer!"

TASK 2

LEARNER ACCOUNTABILITY

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Self Evaluation 2

Instructions:

In order to demonstrate understanding of the concept LEARNER ACCOUNTABILITY, it is necessary that you can state the principle underlying this concept and be able to list and briefly define three specific behavioral indicators that a teacher can use to apply this concept to the classroom situation. Since this level of understanding is essential to successful completion of the remainder of the learning module, you must answer all items on this measure correctly.

---

1. State the principle underlying the concept LEARNER ACCOUNTABILITY in your own words.

_____

_____

_____

2. Name and briefly define three teacher management behaviors (behavioral indicators) that can be used in the classroom to apply LEARNER ACCOUNTABILITY.

(a) Name: _____ Definition: _____

_____

_____

(b) Name: _____ Definition: _____

_____

_____

(c) Name: _____ Definition: _____

_____

_____

NOW CHECK YOUR ANSWERS AGAINST THE KEY GIVEN ON THE NEXT PAGE.

TASK 2

LEARNER ACCOUNTABILITY

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Scoring Key 1

Instructions:

Compare your answers with the model answers given below. It is not necessary that your answers be identical, but the key ideas included in the model answer should be included in your answer. The key ideas in each answer have been underlined. If your answer contains all of these ideas, either in the same or different words, your answer is correct. If any of the key ideas are absent, study the principle and the behavioral indicators until you can give correct answers. You will be tested on these items after you have completed the instructional package.

---

1. State the principle underlying LEARNER ACCOUNTABILITY in your own words. Model Answer: The teacher uses specific strategies to hold the student accountable for his work during class to increase work involvement and reduce the frequency of disruptive behavior.

   Example of satisfactory restatement of principle: The teacher uses techniques which increase student work involvement and decrease off-task behavior. These techniques hold the student accountable.

2. Name and briefly define three teacher management behaviors (behavioral indicators) that can be used in the classroom to apply LEARNER ACCOUNTABILITY.

   (a) Goal Directed Prompts -- Teacher asks questions which focus on the student's goal by asking him about his work plans or work progress.

   (b) Work Showing -- Teacher holds students accountable for their work by having them show work or demonstrate skills or knowledge.

   (c) Peer Involvement -- Teacher involves students in the work of their peers by having them respond to another student's recitation or work activity.

TASK 3

LEARNER ACCOUNTABILITY

Recognition Practice Lesson 1

Instructions:

There are several teacher behaviors which can be employed to hold a student accountable for his work during class thereby increasing the students' work involvement and reducing the frequency of off-task behavior. Three of these behaviors are:

1. Goal Directed Prompts -- Teacher asks questions which focus on the student's goal by asking him about his work plans or work progress.

2. Work Showing -- Teacher holds students accountable for their work by having them show work or demonstrate skills or knowledge.

3. Peer Involvement -- Teacher involves students in the work of their peers by having them respond to another student's recitation or work activity.

The following is a transcript taken from a tape recording of part of a discussion lesson conducted in Mrs. Carol Jensen's 4th grade classroom, Adams Elementary School, Logan, Utah. Throughout the transcript you will find that 18 of Mrs Jensen's remarks are underlined. Read each remark and decide whether or not it is an example of one of the three verbal skills listed above. Then, write the appropriate symbol as follows:

GDP -- Goal Directed Prompts
WS -- Work Showing
PI -- Peer Involvement
NA -- None of the above

NOTE: The teacher behaviors in this concept are also examples of questioning technique which is a behavior dealt with in another Protocol.

For example, the first teacher remark that has been underlined is "What does your team do when asked a question?" This is an example of goal directed prompt so the symbol GDP has been written in the space in front of the remark.

T: Today, I'm going to divide you into two teams for a math activity. Each team will take a turn stating a math story for the other team to solve. A maximum of four points a problem will be awarded. Two points for setting up the problem and correct mathematical notation the first time, one point if you get it the second time. Two points for correct answer to the problem the first try and one point on the second try. The captain of the team asking the question will be able to choose any member of the opposite team to set up and solve the problem on the board. Therefore, there will be a one minute time period in which each member of that team may work out the problem on a piece of paper. I will hand each captain a set of questions from which he may choose one to ask when it's his team's turn. Are there any questions before we begin? Since none of you raised your hands, but are looking a little puzzled, I'd like to review. What does your team do when asked a question? Kent?

Ex. GDP

Kent: They try to get the answer.

1. T: Do you agree with Kent, Claire?

Claire: In a way, but he should have said that all members of the team work the problem because no one knows who the captain will call on.

2. ____ T: Who can add something to Claire's statement? Mike?

Mike: Everyone in the team must be responsible for their team to win.

3. ____ T: That's right, Mike. Now, before you start working for points, let's have a trial problem. I'll be the captain and you be the team. Work out the problem on paper and then I'll call on one of you

4. ____ to do the problem on the board: Will all of you hold up the pad of paper my helper has given you, so I can be sure that each of you is ready to go to work. Mike, you don't have any paper, come up to the desk and I'll give you a pad. (pause) Okay, here is the problem. Sue had 57 stamps. She pasted seven stamps in a row. How many rows of seven could she

5. ____ make? You have one minute. (pause) What are you going to do first, Sally?

Sally: First, I would write the problem down on paper, but I'm not sure how to do this one.

T: Try to work it several ways and see if you can get

6. ____ the answer. Theresa, how far are you?

Theresa: I'm finished.

7. ____ T: Good, Theresa. Even though a minute isn't up, I'd like to check your progress. Raise your hand to show how many of you are finished. (Several students raise hands.) Good, some of you are finished. The rest of you

8. ____ still have a little time. (pause) Time! Kent, will you come up and put your problem on the board. (Kent goes to the board and writes down the problem

TASK 3

T: and answer.) The rest of you watch and check your work with his. Okay, will you explain how you got that answer?

Kent: There are 57 stamps with seven in a row. Seven divided into 57 would go 8 times with a remainder of 1.

9. ___ T: Do you all agree with Kent? Some of you are
10. ___ shaking your heads. Mike, is something the matter with this solution?

Mike: Kent forgot to write remainder of 1 up with the rest of the answer. He only wrote it down where he subtracted it.

11. ___ T: That is right, Mike. Remainders must be shown as part of the answer. So I would give three points for that answer -- two because the problem was written correctly, and one because the correct answer was given the second time.
Let's begin to play now. Claire, you will be the captain of Team A. Start by reading one of the problems for Team B to work.

Claire: Well, there are six tomatoes in each bag, and there are 35 bags. How many tomatoes are there? (pause)

T: (Teacher walks among students, observing.)
12. ___ Harlan, let me see your work. O.K. Kim? Good. Theresa, your work looks real good so far. Keep it covered, though, so no one can see it. Good Claire.

TASK 3

13. ____T: Time is up! Captain, you may call on someone to answer this question.

Captain: Sally.

14. ____T: Sally, come up to the board then and show us how you worked the problem. The rest of you watch again to compare your work.

(pause)

Sally, explain your answer, please.

Sally: I multiplied 35 by 6 to get a total of 210 tomatoes.

15. ____T: Two hundred ten tomatoes? Okay, how many of you agree with Sally's answer? Good, because Sally's answer is correct. So, your team would get a total of four points. Two points because the problem was written right and two because the answer

16. ____T: was right the first time. Now, it's the other team's turn.

Instructions:

NOW, TURN TO THE NEXT PAGE OF YOUR HANDBOOK AND CHECK YOUR SCORE ON RECOGNITION PRACTICE LESSON 1. CHECK EACH OF YOUR RESPONSES AND INDICATE THE NUMBER CORRECT IN THE SPACE BELOW. NOW REVIEW YOUR ANSWERS AND SEE IF THERE IS ONE TYPE OF LEARNER ACCOUNTABILITY (WORK SHOWING FOR EXAMPLE) THAT YOU HAVE INCORRECTLY IDENTIFIED TWICE OR MORE. IF SO, YOU SHOULD REVIEW THE DESCRIPTION OF THIS BEHAVIOR BEFORE GOING ON THE LESSON 2. THE CRITERION FOR THIS LESSON IS 13. SEE LEARNING SEQUENCE FOR YOUR NEXT ACTIVITY.

TASK 3

LEARNER ACCOUNTABILITY

Recognition Practice Lesson 1
Scoring Key

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Instructions:

Copy your answers from the Recognition Practice Lesson 1 in Column 1. Then, compare your answers with the correct answers in Column 2. Circle any of your answers that are incorrect and total your correct answers as indicated below.

Item	Column 1	Column 2	Item	Column 1	Column 2
Ex.		GDP	9		PI
1		PI	10		PI
2		PI	11		NA
3		NA	12		WS
4		WS	13		NA
5		GDP	14		WS
6		GDP	15		PI
7		GDP	16		NA
8		WS			

Specific Behaviors: Check your errors carefully to see how many occur in each behavior. If you made two or more errors in classifying the same behavioral indicators, you should review the description of that behavior and try to determine why you classified it incorrectly.

Total Correct: _____

Criterion level for this lesson is 13 correct or higher. If you scored more than 13, go on to Lesson 2. See Learning Sequence.

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"What do you think of Lila's story?"

TASK 3B

LEARNER ACCOUNTABILITY

Recognition Practice Lesson 2
(time limit - 6 minutes)

Instructions:

The following is a transcript taken from a tape recording of a discussion lesson conducted in Mrs. Carol Jensen's 4th grade class at Adams Elementary School, Logan, Utah. This lesson is taken from Thorndike Barnhart Beginning Dictionary (6th edition). Scott Foresman, 1968. Follow the same instructions given for Lesson 1, but allow yourself only 6 minutes to complete this lesson.

T: We are working on our dictionary assignments on the unit entitled, "How to Find the Meaning." The name of today's lesson is "In Otherwords". As we talk about the lesson today, you will understand why this is such a good title. Everyone look in the

1. _____ Table of Contents of your book. What page is this lesson on? All together now.

Group: (choral response) Thirty-three!

T: I can tell you've all found it. Good. Now that everyone's found his place, I'd like Claire to

2. _____ begin reading. All of you listen because I will ask you questions from time to time.

Claire: (reading from text) It all began when he read in a book that one man of war was lost at sea. Jim did not know who or what a "man of war" was. He thought maybe it was a soldier or perhaps a sailor. To find out for sure what the sentence meant, he looked up "man of war" in the dictionary. After he had found and read the entry, he knew that the sentence meant that one war ship was lost at sea.

TASK 3B

T: After following along with what Claire read, how do you know that one "man of war" was lost at sea could be substituted for the sentence "one war ship was lost at sea?" Winn?

Winn: On the right side of where Claire was reading was the entry word, man of war, which means war ship.

3. _____ T: Do the rest of you agree with Winn, that "man of war" means war ship?

Group: (choral response) Yes!

T: Good. After that example, you should be able to better understand why the lesson is entitled "In Otherwords." Often we find a new word in our reading which keeps us from understanding the meaning of what we read. If we look the word up and find its definition, or other words we know that describe it, the new word becomes a familiar word. Today, we are going to look up a new word in each of 14 sentences and replace the word with its definition in the sentences. Can you tell how you're going to begin this lesson? Rhett, use sentence 1 as an example.

4. _____

Rhett: I'll find the unfamiliar word in each sentence. It's "pliable" in the first sentence.

5. _____ T: Do you agree with Rhett, Susan?

Susan: Yes.

T: Would you explain that answer further, Susan?

Susan: Because it's written in a different print than the other words.

TASK 3B

6. _____ T: Do you know what that print is called? Rhett?

Rhett: No.

T: Do you know, Julie?

Julie: Yes, it's italic print.

T: You're right. It is called italic print.

All of you look up the word "pliable " and read

7. _____ its meaning to yourself. After you've found the word, point to it with one finger and raise your other hand so I can check to see if you have the right word. (Teacher walks among students checking progress.) Double check the spelling before you begin. Okay, Susan. Rhett, you have to look under "pl," don't you? Okay, Julie. (Teacher continues checking the students)

8. _____ Okay, Claire. Now that you've all found the word, will you call out the meaning of "pliable" together.

Group: (choral response) Easily bends, flexible.

T: Can you show me how you should use the definition in this sentence, "Pure silver is pliable."? Brian?

Brian: Pure silver is easily bent.

9. _____ T: Does everyone agree with Brian? (Teacher observes hands.) All of you except one. Heidi, why don't you agree with Brian?

Heidi: The sentence is okay, but I was going to say "Pure silver is flexible."

10. _____ T: Rhett, do you agree that what Heidi said is okay?

Rhett: Yes.

T: Good, because you could use either definition for sentence

11. _____ #1. What are you going to do for Sentence 2 and so on? Claire?

Claire: Look up the word in italic print, then use it's meaning in the sentence.

T: Right. Be sure that at first you write one of the sentences discussed for Sentence 1 before

12. _____ you go on to the rest of the lesson. I'll be checking to see if you're doing your assignment.

(Teacher walks around checking students' work.)

13. _____ How far are you in the assignment, Winn?

Winn: I looked up the second word and I'm ready to write its meaning down in a sentence.

14. _____ T: Okay, I'm glad to see that you're doing it the right way. It looks like we all have the right idea for this assignment so continue with your work.

Instructions:

NOW TURN TO THE NEXT PAGE OF YOUR HANDBOOK AND CHECK YOUR SCORE ON RECOGNITION PRACTICE LESSON 2. CHECK EACH OF YOUR RESPONSES AND INDICATE THE NUMBER CORRECT IN THE SPACE. NOW REVIEW YOUR ANSWERS AND SEE IF THERE IS ONE TYPE OF LEARNER ACCOUNTABILITY (WORK SHOWING FOR EXAMPLE) THAT YOU HAVE INCORRECTLY IDENTIFIED TWICE OR MORE. IF SO, YOU SHOULD REVIEW THE DESCRIPTION OF THE BEHAVIOR BEFORE GOING ON TO THE RECOGNITION TEST. IF YOUR TOTAL NUMBER CORRECT IS LESS THAN 11 OR IF YOU WERE UNABLE TO FINISH THE LESSON IN 6 MINUTES, ERASE YOUR ANSWERS ON RECOGNITION PRACTICE LESSON 2 AND REPEAT THE LESSON. OTHERWISE, YOU ARE READY TO VIEW THE LEARNER ACCOUNTABILITY PROTOCOL FILM.

TASK 3B

LEARNER ACCOUNTABILITY

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Recognition Practice Lesson 2
Scoring Key

Instructions:

Copy your answers from the Recognition Practice Lesson 2 in Column 1. The compare your answers with the correct answers in Column 2. Circle any of your answers that are incorrect and total your correct answers as indicated below.

Item	Column 1	Column 2	Item	Column 1	Column 2
1		WS	8		WS
2		NA* (Alerting Cues)	9		PI
			10		PI
3		PI	11		GDP
4		GDP	12		WS
5		PI	13		GDP
6		NA* (Questioning Technique)	14		NA
7		WS			

Specific behaviors: Check your errors carefully to see how many occur in each behavior. If you made two or more errors in classifying the same behavioral indicator, you should review the description of that behavior and try to determine why you classified it incorrectly.

Total Correct: _____

Criterion level for this lesson is 11 correct or higher. If you scored more than 11, go to TASK 4 . See Learning Sequence.

* The behavioral indicators, Alerting Cues and Questioning Technique, have been dealt with in another Protocol Module. You are not expected to know these, but they have been identified for your information in case you have completed the other Protocol Modules.

LEARNER ACCOUNTABILITY

Recognition Test
Scoring Key

Instructions:

Hand out the test booklets. Instruct the students to complete only Section A, then wait until instructed to begin Section B. When everyone has completed Section A, instruct the students to begin Section B which has a 7 minute time limit.

When the 7 minute time limit is up, collect the papers.

Section A

Score one point for each key idea which is underlined in the definition, but allow for different ways students may state the answer. The total possible is 4 with a criterion of 3 correct answers. Write the total score on the first page of each student's test.

1. Goal Directed Prompts -- Teacher asks questions which focus on the student's goal by asking him about his work plans or work progress.

   2 points

2. Work Showing -- Teacher holds students accountable for their work by having them show work or demonstrate skills or knowledge.

   1 point

3. Peer Involvement -- Teacher involves students in the work of their peers by having them respond to another student's recitation or work activity.

   1 point

Section B

Mark any incorrect answers and write the total correct on the first page of each test. Criterion is 10 correct answers within the 7 minute time limit.

Item	Answer	Item	Answer
1	PI	7	PI
2	GDP	8	WS
3	WS	9	PI
4	NA	10	NA* (Questioning Technique)
5	PI	11	PI
6	WS	12	GDP or WS

* The behavioral indicator, Questioning Technique has been dealt with in another Protocol Module.

TASK 4

Name

LEARNER ACCOUNTABILITY

Protocol Film Observation Form

Instructions:

Eleven teacher remarks are cued on this film. You are to watch carefully for each cued remark and indicate whether the remark is an example of:

GDP -- Goal Directed Prompt
WS -- Work Showing
PI -- Pupil Involvement
NA --- None of the Above

The cue, in the form of a number, will appear on the screen a second or two before the start of the teacher behavior you are to identify and will remain on the screen until the remark is completed. As each of the keyed teacher remarks occurs, circle the appropriate symbol.

NUMBER CUE	SYMBOLS				SCORE
1	GDP	WS	PI	NA	
2	GDP	WS	PI	NA	
3	GDP	WS	PI	NA	
4	GDP	WS	PI	NA	
5	GDP	WS	PI	NA	
6	GDP	WS	PI	NA	
7	GDP	WS	PI	NA	
8	GDP	WS	PI	NA	
9	GDP	WS	PI	NA	
10	GDP	WS	PI	NA	

After the film is completed, your instructor will read the correct answers. The criterion for passing is 80% (8 or more correct). Make an X in the score column for each incorrect answer. Enter your score (number correct) here: _____

TASK 4

LEARNER ACCOUNTABILITY

Protocol Film Scoring Key

Instructions:

Hand out Protocol Film Observation Form to students. Read Instructions to the students before beginning the film.

Have students exchange papers. Read the correct answers. Students should be reminded to mark incorrect answers with an X in the score column and enter the total correct in the space provided on the answer sheet. Criterion for this test is 80% (9 items correct). Collect the answer sheets as soon as they are scored.

NUMBER CUE	SYMBOL
1	WS
2	WS
3	GDP
4	PI
5	PI
6	PI
7	GDP
8	PI
9	GDP
10	WS

Name _____ Date _____ Course _____ Section A Score _____

TASK 5

LEARNER ACCOUNTABILITY

Section B Score _____

Recognition Test

Instructions:

Section A:

There are several teacher management skills which hold the student accountable for his work during class, increase the students' work involvement and reduce the frequency of disruptive behavior. Briefly describe the three aspects of LEARNER ACCOUNTABILITY listed below.

1. Goal Directed Prompts -- _____

_____

_____

2. Work Showing -- _____

_____

_____

3. Peer Involvement -- _____

_____

_____

Section B:

The following is a transcript taken from a tape recording of a discussion lesson conducted in Mrs. Carol Jensen's 4th grade classroom, Adams Elementary School, Logan, Utah. Throughout the transcript, you will find that 12 remarks are underlined. Read each remark and decide whether it is an example of one of the behaviors listed below. Then, write the appropriate symbol in the space provided. You have 7 minutes to complete this test.

GDP -- Goal Directed Prompts
WS -- Work Showing
PI -- Peer Involvement
NA -- None of the Above

TASK 5

T: This week's spelling lesson includes a list of words that follow either of two rules for adding "ing". Where can we find the 1st rule? Tom?

Tom: At the top of page 76.

T: Let's read the rule all together.

Group: When a one syllable word ends in a single consonant with a short vowel before it, the consonant is doubled before adding "ing".

T: Can you give an example of the rule, Daniel?

Daniel: Stop becomes s-t-o-p-p-i-n-g.

1. _____ T: Do you agree with this answer, Jody?

Jody: I guess so.

T: Right, Jody. Rule 2 is at the bottom of page 76. Will you all read that one together.

Group: If a word ends in a silent "e", we usually drop the "e" before adding "ing".

T: Right. I have written sets of two root words and their "ing" endings on the board. Here are the examples; drop, dropping, drive, driving. Will you copy the sets of words down on the paper and put a "1" by the pair of words that follow rule one and a "2" by the pair of words that follow rule 2. (pause)

2. _____ Diane, you don't have anything written. How are you going to start?

Diane: First I have to write down the sets of words.

3. _____ T: Right! All of you that are through writing the sets down hold up your paper so I can check to see if you have the rules identified correctly. (checks papers) Okay. (pause) That's correct. (pause) check this one again, Dan. (pause)

4. _____ Okay, you did very well because nearly everyone has the first exercise numbered correctly. Alejandro, will you tell us why "drop-dropping" follows Rule 1 about doubling the consonant before adding "ing"?

Alejandro: I'm not sure why "drop" follows Rule 1, I just know drive has a silent "e" and Rule 2 talks about silent "e" so "drop" has to use Rule No. 1.

5. _____ T: Lisa, can you help Alejandro out and tell him and the rest of us why "drop" follows Rule 1.

Lisa: "Drop" ends with a single consonant and has a short vowel "o" before the "p".

T: That's correct Lisa. Now, I want you to add two more word pairs under Rule 1 on your paper and two more under Rule 2. Use any words you

6. _____ want. When you have them written, raise your hand and I'll come and check your papers individually. Then, you may go ahead and add as many other words under each rule that you have time for. (pause) You made a good start on your work Jody. You already have two new words for Rule 1.

T: Alejandro, you have a problem with one of the words under Rule 2.

7. _____ Daniel, can you help Alejandro out with the word "tripping"?

Daniel: "Trip" shouldn't be in the Rule 2 column because it doesn't have a silent "e" at the end and all the words under Rule 2 should have an "e".

T: Okay, they should have a silent "e". Good answer Daniel. Alejandro, where should you put the word "trip"?

Alejandro: I got mixed up, it must go under Rule 1.

T: You're right. Why?

Alejandro: Because the vowel is short and there is a consonant at the end.

T: Now you've got it! (Teacher continues to

8. _____ check students' work.) Jody, show me how you're getting along. Good. Diane, your work is okay, you may continue. How many have you done, Lisa?

Lisa: Four more.

T: Very good, Lisa, you're doing a good job of writing examples. Now that you all have the right idea with these two spelling rules, I want to suggest a word and see where you would put it. The word is "rest". When I ask a question, the rest of you listen carefully so you will be able to correct or add to what is said. Which rule does "rest" follow? Diane?

Diane: It follows Rule 1 because it has a short vowel and doesn't have a silent "e" at the end.

T: How many of you agree with Diane? (A few students raise hands.) Lisa, you don't have your hand up. Can you tell the rest of the class why you don't agree?

Lisa: Well, for one thing, words which follow Rule 1 must end with one consonant. The word "rest" ends in two consonants.

T: That's right. What can we say about "rest" in terms of rules? Jody?

Jody: "Rest" doesn't fit either rule.

T: That's correct. Yet, "rest" plus "ing" makes a word we use a lot, "resting". How are you going to change "rest" to "resting" if you don't drop a silent "e" and you don't double a final consonant? Alejandro?

Alejandro: I guess you just add "ing" to "rest".

T: How many of you agree with Alejandro? (pause) All of you. That's good because Alejandro is correct. You'll have to keep in mind that there are exceptions to every rule. (pause as teacher walks among students.) How far have you gotten on this assignment, Janet?

Janet: I have four examples.

T: That's fine.

TASK 5

LEARNER ACCOUNTABILITY

Recognition Test
Scoring Key

Instructions:

Hand out the test booklets. Instruct the students to complete only Section A, then wait until instructed to begin Section B. When everyone has completed Section A, instruct the students to begin Section B which has a 7 minute time limit.

When the 7 minute time limit is up, collect the papers.

Section A

Score one point for each key idea which is underlined in the definition, but allow for different ways students may state the answer. The total possible is 4 with a criterion of 3 correct answers. Write the total score on the first page of each student's test.

1. Goal Directed Prompts -- Teacher asks questions which focus on the student's goal by asking him about his work plans or work progress.

   2 points

2. Work Showing -- Teacher holds students accountable for their work by having them show work or demonstrate skills or knowledge.

   1 point

3. Peer Involvement -- Teacher involves students in the work of their peers by having them respond to another student's recitation or work activity.

   1 point

Section B

Mark any incorrect answers and write the total correct on the first page of each test. Criterion is 10 correct answers within the 7 minute time limit.

Item	Answer	Item	Answer
1	PI	7	PI
2	GDP	8	WS
3	WS	9	PI
4	NA	10	NA* (Questioning Technique)
5	PI	11	PI
6	WS	12	GDP or WS

* The behavioral indicator, Questioning Technique has been dealt with in another Protocol Module.

TASK 6

APPLYING LEARNER ACCOUNTABILITY TO YOUR TEACHING

The materials you have completed up to this point are designed to give you a good understanding of the concept of LEARNER ACCOUNTABILITY. You should also be able to recognize LEARNER ACCOUNTABILITY behaviors when they are employed in the classroom. However, the most effective way to master this concept to the level where you can apply it in your teaching is through practice of the behavioral indicators in real or simulated teaching situations. The practice exercises are divided into two categories. The first Practice Exercise is one that you can perform before going into teaching. This involves role playing and simulations that will give you some practice in application of the effective LEARNER ACCOUNTABILITY behaviors. The second Practice Exercise is one that you can carry out in either student teaching or regular teaching to achieve a higher level of mastery of this important concept.

You should remember that in learning to apply concepts such as LEARNER ACCOUNTABILITY to your classroom teaching, two steps are important. The first is that you have opportunities to practice your use of the behavioral indicators of the concept. The second is that you receive feedback on your practice which will permit you to gradually improve your application of the concept to a teaching situation. Remember, both practice and feedback are essential if you are to become skillful in the application of LEARNER ACCOUNTABILITY behaviors.

Practice Exercise 1: Preteaching Simulation

In this practice exercise, teacher trainees are divided into groups of four. Each trainee plans a ten minute discussion. This plan should include at least three Goal Directed Prompts that the trainee wishes to ask, at least three occasions where he can use some form of Work Showing and at least three occasions where he can get Peer Involvement (criterion). The trainees should be allowed at least one day to plan their discussion lessons. During the role playing session, each operates as follows: Student A plays the role of a teacher while Students B, C and D play the role of pupils. Student A conducts his ten minute discussion and practices the three LEARNER ACCOUNTABILITY behavioral indicators. During the discussion, the students who play the role of pupils tally the "teacher's" use of these behaviors on the form provided. At the end of Student A's discussion lesson, the members of the group review the discussion. Usually, ten minutes is sufficient time for the group to review Student A's performance. The roles are then changed so that Student B becomes the teacher and Students A, C and D play the role of pupils. Student B conducts his discussion and the lesson is then reviewed for ten minutes. Then, Student C and finally Student D each play the role of the teacher and present their discussions while the other students play the role of pupils. A checklist is given on page 29 that can be used by students to evaluate each discussion while they are playing the role of pupils.

TASK 6

Practice Exercise 2: Classroom Practice

This practice exercise can be carried out with an entire class or with a small group of 6 to 8 pupils. You follow essentially the same procedures in either case.

Step 1: Plan a twenty minute class discussion dealing with a current topic from your classwork. Your goal in conducting this lesson will be to use Goal Directed Prompts, Work Showing and Peer Involvement at least five times each (criterion).

Step 2: Conduct your discussion and make an audio-tape recording of the discussion. You will find it easier to get a good recording of the pupils' voices if you work with a group of 6 to 8 pupils and have them place their chairs in a tight semicircle so that none will be far from the microphone. Another alternative is to have one student operate the audiotape recorder, pointing the microphone at any student who responds and turning up the volume for student responses. You will find that if you evaluate your discussion shortly after it is finished, you will remember most of the student remarks even if you cannot hear all of them clearly on the tape. Since you will be focusing on your own behavior, it is essential that you get a clear recording of your own voice.

Step 3: As soon as possible after the discussion is concluded, replay the discussion and evaluate your application of Learner Accountability behaviors using the form on page 29.

Alternative Practice Exercise

If another teacher in your school has completed the Learner Accountability Protocol Module, arrange to have this teacher observe your class for 30 minutes and record your use of Learner Accountability on the form given on page 29. You should in turn observe the other teacher's class and then you should get together to discuss your use of these behaviors, using the evaluation forms for reference during the discussion.

TASK 6

LEARNER ACCOUNTABILITY

Self or Peer Observation Form

Observer	Teacher	Date

Instructions:

The three behavioral indicators of Learner Accountability are:

1. Goal Directed Prompts -- Teacher asks questions which focus on the student's goal by asking him about his work plans or work progress.

2. Work Showing -- Teacher holds students accountable for their work by having them show work or demonstrate skills or knowledge.

3. Peer Involvement -- Teacher involves students in the work of their peers by having them respond to another student's recitation or work activity.

A. During this observation (or audiotape replay), tally the number of times that the teacher used each behavioral indicator of Learner Accountability::

Behavioral Indicator	Tally	Total
1. Goal Directed Prompts		
2. Work Showing		
3. Peer Involvement		

B. How effectively did the teacher use these behaviors? For example, did the Goal Directed Prompts convey a sincere interest on the part of the teacher? Was the form of Work Showing appropriate for the maturity level of the students? Did Peer Involvement require the students to make a significant input to the discussion or merely agree or disagree? Remarks: